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ABSTRACT

This annotated bibliography focuses on values and moral education throughout the adult life span. The bibliography brings together the landmark literature on values and moral education and specialized topic areas that would interest those who work with adults. The bibliography is divided into five sections. Part I includes references about values and education; Part II, values theory; Part III, values and the adult learner; Part IV, teaching techniques for the adult learner; and Part V, values and the professional. The bibliography lists and describes 42 references. (KC)

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VALUES AND MORAL EDUCATION FOR THE ADULT THROUGHOUT THE LIFE SPAN: AN ANNOTATED BIBLIOGRAPHY

by

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INTRODUCTION

Value laden questions such as "What should I do?", "How do I know if what I've done is right?" and "Am I doing something that is wrong?" are as old as humankind. Today, due to technological changes, shifting cultural norms, and improved communications and travel, people must not only seek answers to these kinds of questions, but also make decisions about issues that never existed before and re-evaluate these choices every couple of years (Smith, 1977). These are the reasons why many people feel that values education is so important for the student of today.

Much of the literature concerning values and moral education centers on the child and his/her development into an adult. However, many experts in the field of education are beginning to realize that intellectual and moral reasoning continue to develop and grow throughout the life span and that moral action is not something that is reached with physical adulthood. Certain life conditions, such as human dignity, freedom, and knowledge about self are never attained once and for all time, but must be continuously sought (Brown, 1977). As long as people are human, there will be moral errors that need to be corrected (Paterson, 1979).

This is not to say that values and moral education for the adult are not a controversial issue within the field of adult education. Many educators feel that values have no place within the curriculum and the adult does not need instruction in this personal area.

As values and moral education are controversial issues in the field of adult education, it is necessary for the teacher and program planner of adults to become familiar with the various value theories and how they influence the education of the adult throughout the life span. The purpose of this project was to identify values and moral education resources that professionals who work with adults would find useful.

The following annotated bibliography has been divided into five sections. Part I includes references about values and education; Part II, values theory; Part III, values and the adult learner; Part IV, teaching techniques for the adult learner; and the concluding section, Part V, values and the professional.

After reviewing the bibliography, the reader should notice that the amount written about adult values and moral education is small. As continuing education becomes more critical to our society, values and morals and their impact on the adult learner are areas that need more research.

REFERENCES

Brown, M. (1977). A conceptual scheme and decision-rules for the selection and organization of home economics curriculum content. Madison, Wisconsin: Wisconsin Department of Public Instruction.

Paterson, R. W. K. (1979). Values education and the adult. London: Routledge and Keyan Paul.

Smith, M. (1977). A practical guide to value clarification. CA: University Association.

PART I

VALUE THEORY

Axtelle, G. (1950). How do we know what values are best? Progressive Education, 27(6), 191-195.

Anyone interested in values is often faced with fundamental questions about the hierarchy of values and which values are best. Axtelle points out that absolute values can lead only to suppression when those who hold such values have power, and that only cooperative activities can generate the kinds of values required in a modern world.

Gordon, L. (1975). The psychological study of values. In L. Gordon, Measurement of interpersonal values (pp 1-16). Chicago: Scientific Research Association.

Values are defined and discussed as to how they relate to choices, personality characteristics, beliefs and opinions, needs and attitudes. Characteristics of values are also explained. Various approaches to the measurement of values are briefly treated by Gordon.

Kluckholm, C. and others. (1951). Values and value-orientation in the theory of action. In T. Parsons, E. Shils (Eds.), Toward a general theory of action (pp 388-433). NY: Harper and Row.

The definition of "value" so often quoted in research about values is described in this chapter. Classifications of values and value orientations as well as how values differ from needs, goals, ideals and ideology are also discussed.

Rokeach, M. (1969). Beliefs, attitudes, and values. San Francisco: Jossey-Bass.

This is one of the landmark books on values theory. Rokeach explains values as either terminal or instrumental and, through his

research, has established that people have two separate value systems that are functionally and cognitively connected with one another.

Value concepts and techniques. (1976). Washington, D.C.: National Education Association.

This comprehensive volume on values and moral education includes addresses, essays and lectures from the experts in the field of values education. Divided into two parts, this book covers values concepts and techniques not usually covered. Other books on values include multiculturism in moral-values education, vocational education and the changing work ethic, pop music and values clarification, and future values.

PART II

VALUES AND EDUCATION

An alternative future for America. (1977). The Futurist, 11(3), 189-190.

Values that are needed by Americans in order to create a better country are described in this article. Futurist, Robert Theobald, believes that in order for this new America to exist there must be "a re-understanding of the importance of religious values," and society "must value honesty, responsibility, humility, and love, and must also have a respect for mystery, and cooperation must be stressed over competition." Also mentioned as a societal necessity was life-long learning of its citizens.

Bowen, W. C. (1952). Moral and spiritual values in education. Lexington: University of Kentucky Press.

Bowen states that many people have come to feel that the weakest point in education is at the level of values. This book is an "account of an experimental program for the discovery and development of moral and spiritual values in education."

Chazan, B. (1973). The moral situation: A prolegomenon to moral education. In B. Chzan and J. Soltis (Eds.), Moral education (pp 39-49). NY: Teacher's College Press.

Whether or not moral education is the responsibility of the school or church is the theme of this chapter. Three positions are offered by Chazan. One position is that moral education is not a central concern of formal education and need not be confronted in schools. A second position states that moral education is a central concern of education, but it need not be seriously dealt with in a formal education. The last position is that moral education is a central concern to education and must be treated with seriousness. The author of this chapter concludes with educational implications of moral education and suggests that just as it is important for a student to "do" science, math and history to fully study these subjects; it is also necessary for a student to "do" moral thinking in order to participate in moral education.

Church, R. (1977). Moral education in the schools. In L. J. Stiles and B. Johnson (Eds.), Morality examined - Guidelines for teachers (pp 57-81). New Jersey: Princeton Book Co.

Using a historical perspective, this chapter describes how educators sought to design an academic institution in a pluralistic

society that would include moral education and affect behavior of its people. McGuffey, Dewey, and trends in moral education since World War I are discussed.

Delattre, E. and W. Bennett. (1979 February). Where the value movement goes wrong. Change, 38-43.

The pros and cons of values education are presented in this article. Leaders of the values movement (Simon, Howe and Kischenbaum, Raths, Harmin and Simon, Kohlberg, Frainkel and Silver) and their teaching techniques are briefly described and challenged.

Kleinig, J. (1982). Moral education. In J. Kleinig, Philosophical issues in education (pp 243-256). NY: St. Martin's Press.

Contemporary issues in moral education are addressed by the author. The scope of this chapter includes the "rejection of moral expertise, the neglect of the virtues, the intellectualistic understanding of morality and moral education, and the nature of the school's involvement in moral education."

Lerner, M. 9176). Values in education. Bloomington, Indiana: Phi Delta Kappa.

One of the Bicentennial Activities Programs of Phi Delta Kappa, is a book on values which combines Lerner's thoughts on the areas of education and values and how they relate. Of special interest to the adult educator are the pages on the life cycle (pp 112-119).

Mathis, B. C. (1977). To train or to educate: A moral decision. In L. J. Stiles and B. Johnson (Eds.), Morality examined - Guidelines for teachers (pp 199-219). New Jersey: Princeton Book Co.

The relationship of ethics to teaching is the main focus of Mathis' chapter. Whether a teacher chooses to train or educate students is in itself an ethical decision that has consequences for learners, society, and the individual teacher. The author concludes that neither teaching nor learning can have significance unless its direction is supported and compatible with the survival needs of the social system.

Metcalf, L. The failure to promote values or to promote valuing. Progressive Education, 28(1), 41-45.

The question of how education can deal with the development of a value basis for human behavior and human decision has been a thorny problem since schools learned that courses in "manners" were inadequate solutions. The inability to resolve the problem and the neglect of value building represent failures of the education system. This article, although written over thirty years ago, is as timely today as it was in the 50's.

Moral Education (1981). [Special issue] Phi Delta Kappa, 62(7).

Of special interest in this issue is the role of the community in moral education. The community consensus as a basis for values and moral standards is given in five articles.

Nickols, S. Y., Nickols, S. A. (1980). Ethical issues in changing lifestyles. Journal of Home Economics. 77(2), 24-27.

Germane to the work of every educator who works with adults is an understanding of how technological and social changes affect

lifestyles, and the ethical issues that are implicit within those changes. Authors Nickols and Nickols discuss birth control and fertility, communications technology, medical technology, two earner families, single households, and attitudes toward children as examples of changes. The authors state that it is necessary for professionals to hold their own set of ethical principles without imposing them on others, yet still be able to take a stand in favor of a specific code of policy.

Rokeach, M. (1979). Value education in educational settings. In M. Rokeach, Understanding human values (pp 279-269). NY: Free Press.

Rokeach's Understanding Human Values is a book that is well known and quoted in values literature. Of special interest to the educator is the chapter on values education. The author explains two types of value education and contrasts them with values clarification. Rokeach defends his stand against values clarification and suggests that educators are not performing their educational functions unless they attempt to change certain values in certain directions.

Smith, B., Stanley, W., and Shores, J. H. (1957). The value crisis and the curriculum. In B. Smith, W. Stanley, and J. H. Shores, Fundamentals of curriculum development (rev. ed.) (pp 58-86). NY: World Book.

Values are described as a basis for curriculum development. The authors outline the meaning of a value system, contradictory rules in the American value system, sociological factors disturbing the value system, and the democratic ideal as the base of all American values.

Smith, M. (1977). The need for exploring values. In M. Smith, A practical guide to value clarification (pp 3-18). CA: University Association.

A generation ago children grew up knowing what roles they would play in adult life, where they would live and what to believe in. Today, we must still make these decisions for ourselves, and re-evaluate these choices every couple of years.

In this chapter, Smith explains how values change and uses value clarification as a practical approach to help people of all ages to make decisions, set goals, plan one's life and develop ideals that give meaning to life. The new approaches of values and change by M. Rokeach and Kischenbaum are also briefly discussed.

PART III

VALUES AND THE ADULT LEARNER

Aubrey, E. (1959). Humanistic teaching and the place of ethical and religious values in higher education. Philadelphia: University of Pennsylvania Press.

Aubrey's two part book explains the situation of the field of humanities and humanistic teaching at Pennsylvania, and then writes about the place of ethics and religious values in the curriculum. The author defends why moral education should be included in the university course of study by saying, "The task of the university is the transmission, criticism and advancement of culture. For good or ill, morals and religion have been an integral part of culture; and therefore merit systematic study."

Donnellan, M., and J. Ebben (Eds.). (1978). Values pedagogy in higher education. Proceedings of a National Conference on Values Pedagogy in Higher Education. Siena Heights College, Adrian, Michigan: Swenk-Tuttle.

The editors summarize this volume of proceedings as a reflection on the range of papers, discussions, themes, and resolutions that emerged during the National Conference on Values Pedagogy in Higher Education. The editors have organized this material in five sections. Several broad themes are outlined in Part One. This provided a setting in which to see how value inquiry is part of general education (Part Two), specific courses (Part Three), and special programs (Part Four). Part five is an assessment of the conference.

Gilligan, C. (1981). Moral development. In A. Chickering and Assoc., The modern American college (pp 139-157). San Francisco: Jossey-Bass.

The author believes that moral knowledge and ethical responsibility are two of the challenges of undergraduate education.

In this chapter, the stages of moral development, moral relativism, Kohlberg's experiments, moral judgment and principles are discussed. Gilligan believes that the study of moral development in college students and research on adult moral judgment indicate the need to extending the sequence of moral development and revising the conception of its highest stage.

Kohlberg, L. (1973). Continuities in childhood and adult moral development revisited. In L. Kohlberg and Turiel (Eds.), Moralization, the cognitive developmental approach (Chapter 45). New York: Holt, Rinehart and Winston.

In this paper, Kohlberg considers the way experience in adulthood could lead to stage changes in moral development. Most noteworthy in

this selection is the discussion of the "Seventh Stage" of moral development.

Konopka, G. (1974). Social change and human values. Journal of Home Economics, 66(6), 12-14.

Value conflicts and new attitudes are often viewed as problems between generations. In her optimistic article, Konopka emphasizes values that characterized the 40's up to the 70's and concludes that both the young and the old are not so different in their commitment to society and concern for others despite technological changes.

Lowenthal, M., Thurnber, M., Chiriboga, D. and Associates. (1975). continuities and discontinuities in value orientations. In M. Lowental, M. Thurnber, D. Chiriboga and Associates, Four stages of life (pp 176-200). San Francisco: Jossey-Bass.

The purpose of this chapter is to address the issue of value change across the life span. The relationship between value orientations and levels of adaptation are also discussed.

Paterson, R. W. (1979). The moral education of the adult. In R. W. Paterson, Values education and the adult (pp 123-152). London: Routledge and Kegan Paul.

In this chapter, the author answers the philosophical question that concerns all those who teach adults, "Is it possible for education to foster the moral development of grown men and women?" Paterson believes that until education plays a central place in the lives of an adult, unforeseen opportunities and setbacks, challenges and responsibilities are the elements that promote an adult's further development as a moral being.

Rokeach, M. (1973). The nature of human values. NY: Free Press.

Of interest in this volume is Rokeach's value survey that has been used as an instrument for many research studies dealing with people's values throughout their life spans. An example of his work is the study of age differences in values (pp 72-82). Using the Value Survey he found at least thirty of the thirty-six values used in the survey showed significant age differences. It seems that there is a continuous value change from early adolescence through old age with several generation gaps rather than one.

Rokeach, M. (1979). Change and stability in American value systems, 1968-1971. In M. Rokeach (Ed.), Understanding human values (pp 129-147). NY: Free Press.

Rokeach reports value stabilities and changes observed in American adults from 1968 -1971. Certain values underwent significant change and seem to be the result of economic factors and societal issues concerning war and peace, racism, sexism and ecology.

Ryff, C. (1979). Value transition and adult development in women: The instrumentality-terminality sequence hypothesis. In M. Rokeach (Ed.), Understanding human values (pp 148-153). NY: Free Press.

Ryff's cross sectional study of women's values revealed that middle age evokes a heightening personal emphasis on instrumental values (modes of behavior); old age is characterized by personal emphasis on terminal (end-state) values. Regardless of age, respondents gave a higher social desirability ranking to terminal than to instrumental values. It is interesting to note that external ambition and achievement are personally espoused in middle age, yet

society places a greater emphasis on terminal values. This suggests that it is the middle aged adult who has to face a major discrepancy between his/her personal value system and that of society's.

Singarella, T., and T. Sork. (1983). Questions of values and conduct: Ethical issues for adult education. Adult Education Quarterly, 33(4), 244-251.

The purpose of their article is to initiate dialog on ethical issues inherent in the field of adult education and to stimulate answers to the less asked question of "Does it matter how we get to where we are going?" instead of the usual practical questions addressed the field of adult education.

Ethics and its link to adult education are discussed as well as ethical issues and questions in program planning.

Sorcinelli, G. (1981). Kohlberg's theory of moral development: Its implications for steward training. Lifelong Learning: The adult years, 5(4), 14-17.

In this article, adult moral development is examined from three aspects. Moral development research and theory by Lawrence Kohlberg is discussed. Implications of Kohlberg's work is applied to the education of members in a steward training course, and suggestions for further use of Kohlberg's model in educational settings are given.

PART IV

TEACHING TECHNIQUES FOR THE ADULT LEARNER

Casteel, J. D., and R. J. Stahl. (1975). Value clarification in the classroom: A primer. California: Goodyear.

The authors designed this book as a tool to be used in education methods courses, especially in the fields of English, social studies,

and science. It was intended to develop an understanding of what to do when value clarification is occuring, what teachers can do to facilitate student behaviors associated with value clarification and what materials are likely to stimulate behaviors related to value clarification.

Coombs, J. (1977). Objectives of value analysis. In M. Smith, A practical guide to value clarification (pp 285-303). CA: University Association.

Educators are often confused about the legitimacy of value analysis as an educational objective. In this chapter, Coombs suggests four possible objectives. They are to teach students that some value object is to be given a particular rating to help students make a defensible value judgment, to equip students with the capacity to make rational value judgments, and to teach students how to operate as group members attempting to come to a common value judgment. How to assess a student's achievement of these objectives are also addressed by Coombs.

Cox, C. B. (1981). Unpacking the values bag. Illinois Teacher, 24(5), 243-249.

By using various examples of societal concerns, Cox illustrates the process of value analysis.

Harmin, M. (1977). What I've learned about values education. Bloomington, Indiana: Phi Delta Kappa Educational Foundation.

One of the foremost thinkers of values clarification, Harmin presents his twelve principles that cover recommendations to help teachers help students in their development of values.

Kautz, C. (1978). Encouraging the development of value clarification and life-coping skills in any classroom setting. Illinois Teacher, 21(4), 177-178.

This article is written to help the classroom teacher create an atmosphere conducive to value clarification skill development. Various teaching techniques are described.

Petrich, B. (Project Director). Family and community services. Module 14 ethics and morality. Available from Department of Public Instruction, Madison, Wisconsin.

An example of how ethics and morality can be taught is given in this education module developed for vocational students in the field of family services. Competencies, objectives, suggested teaching-learning strategies, and references are outlined.

Shaver, J., and W. Strong. (1982). Facing value decisions: Rationale building for teachers (second ed.). New York: Teachers College Press.

Not a book on methodology, this volume is intended to engage the reader in thinking about the value-related assumptions from which s/he teaches. The authors begin by defining values and what is meant by the "hidden curriculum." The following chapters explore values education in a democratic setting. Creative classroom exercises, and dialogue serve as practical helps for the teacher.

Simon, S., Howe, L., and H. Kirschentaum. (1972). Values clarification. NY: Hart Publishing.

One of the classics in values clarification, this book does not teach a particular set of values, but is a collection of seventy-nine practical experiences designed to engage students and teachers in the active formulation and examination of values.

PART V

VALUES AND THE PROFESSIONAL

Anderson, S. and S. Ball. (1978). Predispositions and preferences of evaluators. In S. Anderson and S. Ball, The profession and practice of program evaluation (pp 110-125). San Francisco: Jossey-Bass.

An example of how personal values enter a professional's life is described in this chapter. It is suggested that a professional first examines his/her own values, and then inform those with whom s/he works as to how those values might influence work performance.

Moore, W. (1969). The moral dimension of a career. In E. Quigley, Introduction to home economics (pp 303-327). London: MacMillan.

This chapter is written for college students as an introduction to the moral implications of being a professional person. Moore begins the chapter by asking if a discussion of morality is appropriate in an educational context or if the job of moral education should be left to home and church. Growth and morality are also examined.

The author has included sections about morality and ethics from a philosophical viewpoint and makes ancient Greek ideas easy for the reader to understand.

Stanford, S., and P. Gillan. (1977). The morality of counseling: Implications for teachers. In L. J. Stiles and B. Johnson (Eds.), Morality examined - Guidelines for teachers (pp 177-197). New Jersey: Princeton Book Co.

The impact of counseling can have moral consequences for both the practitioner and the clients. Because counseling aims to help individuals to make choices, it deals with all the vital components of which morality is made - human needs, personal desires, cultural

traditions and conscience. Stanford and Gillan emphasize the need for counselors and teachers to confront critical considerations about the morality of counseling. The authors present the concept of professional morality, the morality of intervention, and guidelines and implications for teachers who counsel.